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STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 12, 2010

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To: Mr. Mark Kolwe, Superintendent
Tangipahoa Parish School Board

From: Jeanette B. Vosburg, Executive Director *J. Vosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 053-111

Title: 8(g) Pre-Kindergarten Program

Allocation: \$406,084.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

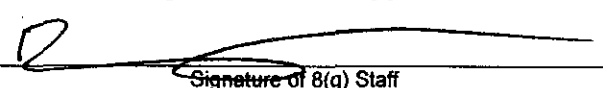
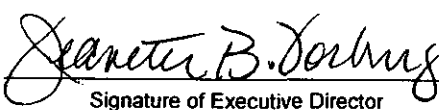
c: Keri Barrilleaux-Wickham

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

Agency:		Tangipahoa Parish School System		Parish:		Tangipahoa	
Agency Head:		Mark Kolwe		Project Administrator:		Keri Barrilleaux-Wickham	
Title:		Superintendent		Title:		Pre-K Coordinator	
Agency Fiscal Agent/Budget Contact:	Name	Bret Schnadelbach		Address:	Street/P.O.	59656 Puleston Road	
	Title	Chief Financial Officer			City/State/Zip	Amite, Louisiana 70422	
Phone:		985-748-2433	EXT.	Phone:		985-748-2539	EXT.
Fax:		985-748-8587		Fax:		985-748-2455	
E-Mail:		Bret.schnadelbach@tangischools.org		E-Mail:		Keri.barrilleaux@tangischools.org	
Funding Requested for 2010-2011 (round to the nearest dollar)				Focus Area of Project			
\$406,084.00 ✓				Focus Area 1 <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. Title I – \$133,816.72 LA 4 – \$282,311.08					
TO BE COMPLETED BY BESE STAFF							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
8/12/10 Date		 Signature of 8(g) Staff					
<input checked="" type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied		Assigned Log # 053-111		Date Received in BESE Office RECEIVED JUL 30 2010 BOARD OF ELEMENTARY AND SECONDARY EDUCATION			
8-13-2010 Date		 Signature of Executive Director					

Title of Project (8 words or less)	8(g) Pre-Kindergarten Program		
Purpose of Grant (1 sentence)	This grant will be used along with Title I and LA 4 funds to implement developmentally appropriate Pre-K Program emphasizing language, cognitive, physical, and socio-emotional development of four –year –old children at O. W. Dillon Elementary, Roseland Elementary, Independence Elementary, Chesbrough Elementary, and Amite Elementary		
Number and Description of Students To Be Served	The program will serve : <u>83</u> , four year-old children (8g) in collaboration with Title I (eighteen students) and LA 4 (forty students). There will be seven classes with a maximum of 20 in each class.		
Project Implementation Date (with students)	August 12, 2010	Project Ending Date (with students)	May 24, 2011
Project Sites and Personnel			
(List all participating schools and the primary person responsible for implementing the project at each school.)			
School Site Code (found in School Directory)	School	School-Level Personnel	
		Name	Title/Position
1 053001	Amite Elementary	Kay Christmas	Principal
2		Shannon Hougland	Pre-K Teacher
3 053004	Chesbrough Elementary	Andrew Edwards	Principal
4		Janet Bridges	Pre-K Principal
5 053011	Independence Elementary	Cathy Leblanc	Principal
6		Jennifer Lahare	Pre-K Teacher
7 053014	O. W. Dillon Elementary	Ashley Walker	Principal
8		Patsy Larry	Pre-K Teacher
9		Rosa Cowell	Pre-K Teacher
10 053018	Midway Elementary	Roxanne Patti	Principal
11		Susan Douglas	Pre-K Teacher
12 053026	Roseland Elementary	Brenda Johnson	Principal
13		Vacancy	Pre-K Teacher
14			

Proposal Preparation

(List school-level personnel involved in the preparation of this proposal.)

Name	Title/Position	School
Kay Christmas	Principal	Amite Elementary
Brenda Johnson	Principal	Roseland Elementary
Ashley Walker	Principal	O. W. Dillon
Roxanne Patti	Principal	Midway Elementary
Cathy Leblanc	Principal	Independence Elementary
Shannon Hougland	Teacher	Amite Elementary
Janet Bridges	Teacher	Chesbrough Elementary
Jennifer Lahare	Teacher	Independence Elementary
Patsy Larry	Teacher	O. W. Dillon Elementary
Rosa Cowell	Teacher	O. W. Dillon Elementary
Susan Douglas	Teacher	Midway Elementary

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Mark Kolwe, Superintendent
(Print Name of Agency Head)


(Signature of Agency Head in blue ink)

July 29, 2010
(Date)

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$293,848.38 ✓
EMPLOYEE BENEFITS (200)	\$93,750.72 ⁵ ✓
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	0
PURCHASED PROPERTY SERVICES (400)	\$1,000.00 ✓
OTHER PURCHASED SERVICES (500)	\$4,820.00 ✓
SUPPLIES (600)	\$11,544.90 ✓
PROPERTY (700)	\$1,120.00
TOTAL COST (Round to nearest dollar) ✓	\$406,084.00 ✓

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	\$34,963.80 ✓
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	⁹⁵ \$4,262.96
	230	Retirement Contributions	⁰⁷ \$52,923.05
	260	Workmen's Compensation	³ \$1,600.92
		Object Code Total	⁷⁵ \$93,750.72 <i>ok</i>

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

BENEFITS (200-260)

GROUP INSURANCE (210)

Janet Bridges	50%	4337.88
Rosa Cowell	100%	4749.84
Susan Douglas	50%	2374.92
Shannon Hougland	50%	2374.92
Jennifer Lahare	50%	2374.92
Patsy Larry	100%	4749.84
Vacancy Stacy Haase	100%	4749.84
Latonya Hurst	50%	2374.92
Clara Kelly	50%	4154.16
Tonya Morgan	50%	-
Joyce Tucker	50%	2722.56
TOTAL		34,963.80 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	\$286,877.38 ✓
	120	Salaries-Temporary	\$6,329.00 ✓
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	\$642.00 ✓
		Object Code Total	\$293,848.38 ✓

BUDGET NARRATIVE: Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

Important

All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.

All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.

Salaries (110)

TEACHER'S NAME	CERTIFICATION #	AREA OF CERTICATION	PERCENT FUNDED	AMOUNT
Janet Bridges	LEVEL 2 479588	Kindergarten	50%	26,249.00
Rosa Cowell	Level 2 - 496955	Pre-K - 3rd	100%	43,683.00
Susan Douglas	B061576	Kindergarten	50%	26,249.00
Shannon Hougland	A 476380	Pre-K - 3rd	50%	24,209.50
Jennifer Lahare	LEVEL 2 489535	Kindergarten Nursery School	50%	22,076.00
Patsy Larry	B071871	Kindergarten	100%	52,498.00
Vacancy			100%	52498.00
TOTAL				247462.50 ✓

38748.88
666.00

\$ 286,877.38 ✓

PARAPROFESSIONALS

Latonya Hurst	50%	8948.50
Clara Kelly	50%	10703.19
Tonya Morgan	50%	9239.50
Joyce Tucker	50%	9857.69
TOTAL		38,748.88

BUS DRIVERS

6 Hours X 12 Drivers X \$9.25/hour = **\$666.00**

SALARIES 120

Substitute Teachers - \$73.00/day x 73 days = **\$5329.00**
Substitute Paraprofessionals - \$50.00/day x 20 days = **\$1000.00**

\$6329.00 ✓

STIPENDS (150)

Teacher Stipends to attend after school Pre-K Collaborative Meetings and in-services.
\$15.00/hr. x 4 hrs x 7 teachers = **\$420.00**

\$642.00

Paraprofessional Stipends - \$9.25/hr x 6 hrs. x 4 paraprofessionals = **\$222.00**

	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	\$34,963.80 ✓
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	⁹⁵ \$4,262.96
	230	Retirement Contributions	⁰⁹ \$52,923.05
	260	Workmen's Compensation	³ \$1,600.92
		Object Code Total	⁷⁵ \$93,750.72 ✓ OK

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

BENEFITS (200-260)

GROUP INSURANCE (210)

Janet Bridges	50%	4337.88
Rosa Cowell	100%	4749.84
Susan Douglas	50%	2374.92
Shannon Hougland	50%	2374.92
Jennifer Lahare	50%	2374.92
Patsy Larry	100%	4749.84
Vacancy Stacy Haase	100%	4749.84
Latonya Hurst	50%	2374.92
Clara Kelly	50%	4154.16
Tonya Morgan	50%	-
Joyce Tucker	50%	2722.56
TOTAL		34,963.80 ✓

MEDICARE (225)

Janet Bridges	50%	380.61
Rosa Cowell	100%	633.40
Susan Douglas	50%	380.61
Shannon Hougland	50%	352.68
Jennifer Lahare	50%	320.10
Patsy Larry	100%	761.22
Vacancy	100%	761.22
Latonya Hurst	50%	129.75
Clara Kelly	50%	155.20
Tonya Morgan	50%	133.97
Joyce Tucker	50%	143.45
Bus Drivers		9.66
Teacher Substitutes		77.27
Para Substitutes		14.50
Stipends - Teachers		6.09
Stipends - Paras		3.22
TOTAL		4262.95 ✓

RETIREMENT (230)

Janet Bridges	50%	5,302.30
Rosa Cowell	100%	8,823.97
Susan Douglas	50%	-
Shannon Hougland	50%	4913.13
Jennifer Lahare	50%	4459.35
Patsy Larry	100%	10,604.60
Vacancy <i>Stacy Haase</i>	100%	10,604.60
Latonya Hurst	50%	1,807.60
Clara Kelly	50%	2,169.02
Tonya Morgan	50%	1,866.38
Joyce Tucker	50%	1,998.32
Bus Drivers (24.3 %)		161.84 <i>ok</i>
Stipends - Teachers		84.84
Stipends - Paras		44.84
TOTAL		52,840.77 79

*82.28***DEFERRED COMPENSATION (239)**

SUBSTITUTES - TEACHERS		69.28
SUBSTITUTES - PARAS		13.00
TOTAL		82.28 ✓

WORKMAN'S COMPENSATION (260)

Janet Bridges	50%	139.96
Rosa Cowell	100%	232.92
Susan Douglas	50%	139.96
Shannon Hougland	50%	129.09
Jennifer Lahare	50%	117.71
Patsy Larry	100%	279.92
Vacancy	100%	279.92
Latonya Hurst	50%	47.71
Clara Kelly	50%	57.07
Tonya Morgan	50%	49.27
Joyce Tucker	50%	52.76
Bus Drivers		37.48
Teacher Substitutes		28.41
Para Substitutes		5.33
Stipends - Teachers		2.24
Stipends - Paras		1.18
TOTAL		1600.92 93 OK

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
300		Purchased Professional and Technical Services	
	320	Purchased Educational Services	0
	340	Technical Services	0
		Object Code Total	0

BUDGET NARRATIVE: Provide detailed description of services being proposed: amount, duration, hourly rate, itemized listing of services provided, and cost of service on each contract to be awarded.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 5
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
400		Purchased Property Services	
	430	Repairs & Maintenance Services	\$1,000.00
	440	Rentals	
		Object Code Total	\$1,000.00

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, rate, and justification.

REPAIRS & MAINTENANCE SERVICES (430)

Equipment repairs (computers, laminating machines) \$1,000.00

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	\$2,820.00 ✓
	530	Telephone and Postage	
	550	Printing and Binding	
	580	Travel (In-State)	\$2,000.00 ✓
		Object Code Total	\$4,820.00 ✓

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

STUDENT TRANSPORTATION SERVICES (510)

12 buses for 5 school sites to take a Pre-K field trip for extension of thematic units.

600 miles x 1.70 = \$1020.00 ✓

Entrance/Admission
fee 360 X 5.00/each = \$1800.00 ✓

Field trips will be taken by Pre-K students at the five school sites. (Suggested trips include: Ms. Heather's Pumpkin Patch, Baton Rouge Zoo, Columbia Theatre, Kleinpeter Farms Dairy, etc.)

TRAVEL (IN-STATE) (580)

7 teachers and 7 paraprofessionals to attend staff development meetings in the parish (\$250.00 estimate)

7 teachers to attend the Pre-K and K Conference in Baton Rouge, LA @ 250.00/each.
(Includes registration, lodging, meals, and travel) \$1750.00 ✓

\$4820.00

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	
	610	Materials and Supplies	\$11,544.90
	640	Textbooks (or allowable textbook substitutes)	
		Object Code Total	\$11,544.90

BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)

Provide a detailed description of purchases: types of items, per unit cost, and justification.

Instructional Supplies – \$11,544.90 to include:

DSC PDA/Web software license (7 teachers @ \$130.00 = \$910.00 ✓

Pre-K Everyday Counts Calendar Kit - 1@ \$300.00 ✓

Teacher Resource Materials

Books

Musical CD's

Gross motor play equipment (balls, ^{plastic} wagons, ^{plastic} tricycles, hula hoops, etc.)

Consumable Art Materials (paint, construction paper, drawing paper, poster board, tissue paper, glue sticks, markers, crayons, play-dough, collage materials, etc.)

Other Consumable Materials (inkjet cartridges, laminating film, hand soap, baby wipes, paper towels, disinfectant spray, etc.)

Materials/Supplies needed for interest centers..... (These materials will be purchased as needed and used for daily instruction of Pre-K)

(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Budget Detail Page 8

2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
700		Property	
	730	Equipment	\$1120.00
		Object Code Total	\$1120.00

BUDGET NARRATIVE:

IMPORTANT: All equipment items must be budgeted in Code 700 regardless of cost and must be tagged in accordance with local school board policy and local school board property control regulations. In the absence of local school board property control regulations the Board requires that each equipment item costing \$250 or more be tagged and tracked on the agency's inventory control system. *Equipment includes those items that are durable (sturdy) in nature and tend to last more than a year.* All equipment items should be labeled on this page as taggable or nontaggable (according to local policy).

The IPODS/with Sounddocks will be used to categorize music from CDs into specific playlists for morning routines, transitions, creative movement, phonological awareness, and mathematical skill development, The teacher will use the IPOD in whole group and centers.

Apple IPOD Classic MP3 Player - 249.99 NT
 Bose Sounddock Digital Music System for Apple IPOD – 299.99 NT
 Shipping Charges – 10.02 ~~NT~~
 Total Cost – \$560.00 x 2 = \$1120.00

Note: All equipment over \$5,000.00 will be tagged in accordance with Tangipahoa Parish School System guidelines for fixed assets.

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Proposal Narrative Form 2010-2011

1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20 to 1	10 to 1	177	365

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Janet Bridges	Kindergarten	Level 2479588	10
2.	Rosa Cowell	Pre-K – 3rd	Level 2 496955	15
3.	Susan Douglas	Kindergarten	B061576	10
4.	Shannon Hougland	Pre-K – 3rd	A476380	10
5.	Jennifer Lahare	Kindergarten Nursery School	Level 2 489535	10
6.	Patsy Larry	Kindergarten	B071871	15
7.	<i>Vacaney Stacy Haase</i>	<i>PreK-3</i>	<i>Level 1 484941</i>	<i>13/83</i>

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	365,877	78	406,084.00	83
Title I	715,504	141	700,000.00	147
Even Start				
Special Education	269,000	64	269,000	74
Head Start*				
REAP				
EEF				
Locally Funded	629,686.60	65	600,000.00	72
LA 4	1,902,183.00	396	1,914,256.00	410
Others				

* If district is grantee for Head Start

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

	Brigance Pre-School Screen for Three and Four-Year-Old Children
	Developmental Indicators for the Assessment of Learning (DIAL-R)
	Developmental Indicators for the Assessment of Learning (DIAL-3)
	Denver Developmental Screening Test
	Early Recognition Intervention Systems (ERISys)
X	Battelle Developmental Inventory-Screening Test
	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
	*This agency provides universal access at Independence Elementary and Midway Elementary.

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used: Creative Curriculum for Pre-School

b) Describe the developmentally appropriate curriculum being used:

The Creative Curriculum for Preschool by Diane Trister Dodge, Laura J. Colker, and Cate Heroman, will be used in conjunction with the revised Louisiana Comprehensive Curriculum for Pre-K. The curriculum will emphasize language, cognitive, physical, and social-emotional development. Portfolio assessment will be used to document student growth over time. Teachers will follow the guidelines suggested in The Portfolio and its Use: A Road Map for Assessment by Sharon McDonald.

In order to implement a developmentally appropriate curriculum, the following resources will also be used:

- Early Childhood Environmental Rating Scale – Revised Edition by Thelma Harms, Richard M. Clifford, and Debby Cryer.
- Creative Resources for the Early Childhood Classroom by Judy Herr and Yvonne K. Larson.
- Pre-K Mathematics – Harcourt Brace
- Everyday Counts in Pre-K – Houghton Mifflin (Great Source)
- DLM Early Childhood Express – SRA McGraw Hill
- Second Step Violence Prevention Program (Pre-School) – Committee for Children
- Happy Reading, Happy Learning with Dr. Jean and Dr. Holly – Rourke Publishing
- Other Teacher Selected Resources

c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:

The five developmental domains specified in Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children serve as the framework for building a quality, developmentally appropriate Pre-K Program. Teachers provide a learning environment that fosters language, cognitive, social-emotional, creative arts, literacy, and physical development through the use of varied experiences indoors and outdoors. Students are provided opportunities to work in large group and small group and to participate in student initiated and teacher directed activities. Students are encouraged to observe, make choices, experiment, and be active learners. All of the domains are considered to be equally important and are interdependent. The integration of these domains are evident in the daily activities of the Pre-K classroom.

Second Step, a violence prevention program will be utilized through weekly lessons that develop social skills, such as empathy, emotion management, problem solving, and cooperation.

Pre-K teachers and paraprofessionals have been trained on the LA Standards for Programs Serving Four-Year-Old Children. Additional staff development will be held as needed, especially for new personnel. Teachers are expected to incorporate Pre-K program standards and grade level expectations into daily activities and to document student progress in student portfolios.

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

A variety of opportunities are available to encourage parent involvement and support. Parents, siblings, and other relatives are invited to participate in group meetings, workshops, conferences, classroom activities involving make-and-take, field trips, and other planned activities. A school-based parenting center is located at two of the 8(g) school sites. Parents are encouraged to utilize the parent center through parent orientation, parent conferences, and open house.

Parent orientation is held at the beginning of the year. At this meeting, parents are provided general information about the program, given information regarding community resources available to students and families, and parenting tips on meeting the emotional, physical, and intellectual needs of their child.

Parent conferences are held at least twice yearly. Conferences are used to inform the parents of their child's progress, and to keep parents involved with their child's development. If a conference cannot be arranged in person, a telephone conference is conducted.

Parent communication letters are coordinated with classroom units of study. These letters along with other classroom notes and school communications will be sent home daily, weekly, monthly, and/or as the need arises. It is important to keep parents informed on what their child is doing in school so that they can be a part of the team effort in working with their child.

e) Describe the classroom environment:

The classroom environment is set up and maintained in well-defined interest areas or learning centers that encourage students to *explore, experiment, be creative, and pursue their own interests*. Typical interest centers include, but are not limited to: blocks, dramatic play, table toys, art, sand/water, library, music and movement, writing, science, math, and computer. Interest centers are equipped with varied materials that offer students choices and various levels of difficulty. Children may choose to work either alone or with other children. The goal is a safe, attractive, comfortable, and well-designed classroom that helps children be active learners.

f) Describe the outdoor playground environment:

School campuses are fenced in at all sites. Each site has ample playground space with a variety of portable playground equipment including balls, hula hoops, tricycles, wagons, etc. Large stationary equipment is limited at most sites. The classes at the LA 4 sites are very well-equipped with stationary and portable equipment.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:

Thematic units will be taught which will enable children to acquire information and concepts through meaningful activities that take place in each of the learning centers. The program is structured to provide students with learning opportunities in learning centers that enhance and encourage development in the area of math, science, social studies, language /literacy, creative arts, health/physical , and social/emotional.

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

Students will be engaged in a variety of language and literacy experiences and activities on a daily basis including songs, finger plays, puppets, charts, nursery rhymes, pocket chart activities, flannel board stories, audio-listening centers, story time activities, computer activities, etc. Emphasis will be placed on phonological awareness, oral language, print and book awareness, listening comprehension, alphabet knowledge and written expression. Each child will be allowed to progress at his/her own pace.

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

Students will be exposed to a variety of activities designed and spiraled to promote repeated exposure to concepts in each of the main strands of primary mathematics: Number and Operations, Geometry, Measurement, Data Analysis, and Probability. Children will be given opportunities to discuss their observations and discoveries in the interest areas. Pre-K Calendar Math will be utilized daily to help children construct an understanding of mathematics through continual exposure to key concepts using manipulatives, visual models, and the language of math.

j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)

Portfolio assessment will be used to document student growth over time and to guide instruction. Teachers will follow the guidelines suggested in *The Portfolio and Its Use: A Road Map for Assessment* by Sharon McDonald. The portfolio will include work samples, photographs, anecdotal records, etc. that are indicative of the child's development based on the Louisiana Standards for Programs Serving Four-Year-Old Children and the Grade Level Expectations for Pre-Kindergarten. The progress toward mastery of skills will be documented in time spans as Fall, Winter, or Spring on the Pre-K Assessment Record. Teachers will analyze the test data after each marking period and determine class wide goals and individual student goals. ^{DSC}

The Developing Skills Checklist (DSC) will be used to measure student growth and program effectiveness. It will be administered as a pre-test and a post-test. Results of the pre and post tests can easily be downloaded by teachers to help guide instruction during the school year.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

The ECERS-R will be used by teachers for self-study/self-improvement. ECERS-R walkthroughs will be conducted by the principal, Pre-K Coordinator, and/or the Title I Resource Teacher to identify strengths and needs of the program. Supplies and materials will be purchased based on the results as funding allows. Staff development and ECERS-R updates will be offered to all Pre-K personnel each year.

l) Describe plans for professional development for program staff:

A minimum of eighteen hours of professional development is offered to Pre-K personnel each year. Collaborative meetings will be scheduled monthly so that all Pre-K teachers in the district can meet together to share activities for designated thematic units. Pre-K teachers are also given the opportunity to attend the Pre-K and K Conference in Baton Rouge, LA for professional development. Teachers can also schedule online workshops through our District's technology department.

m) Other related information that helps describe the project:

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
July 12 – 29, 2010	Pre-K Registration at individual school sites on specified dates
August 9 -11, 2010	Professional days for teachers and paraprofessionals
August 10, 2010	Program Orientation for all Pre-K Personnel
August 12 – 17, 2010	Screen and select students
August 12, 2010	ECERS Training for new personnel
August 16, 2010	Intentional Teaching Inservice for all Pre-K personnel/Curriculum Inservice
August 18, 2010	Parent Orientation
August 19 – 20, 2010	Staggered entrance for students
August 23, 2010	All Pre-K students report together
September, 2010	Administer Developing Skills Checklist (Pre-Test)
Ongoing – May, 2011	Field Trips
Ongoing – May, 2011	Parent Activities (TBA)
November, 2011	First semester parent conferences
January 3, 2011	Staff development for Teachers and paraprofessionals (tentative)
April, 2011	Second Semester Parent Conferences
May, 2011	Administer Developing Skills Checklist (Post –Test)
o) Attach a sample classroom schedule that meets Bulletin 741 requirements. See Attachment	

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<u>Objective 1 of 3</u> At least 80% of the students participating in the 8(g) Pre-Kindergarten Program, will score in the 2 nd , 3 rd , or 4 th quartile in Language on the post administration of the Developing Skills Checklist,	Developing Skills Checklist Post Test Results	TO BE COMPLETED FOR END OF YEAR REPORT

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<p><u>Objective 2 of 3</u></p> <p>At least 80% of the students participating in the 8(g) Pre-Kindergarten Program will score in the 2nd, 3rd, or 4th quartile in Mathematics on the post administration of the Developing Skills Checklist.</p>	<p>Developing Skills Checklist Post Test Results</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<u>Objective 3 of 3</u> 90% of the parents/guardians will participate in at least two parent activities or events during the 2010-2011 school year.	Developing Skills Checklist Post Test Results	TO BE COMPLETED FOR END OF YEAR REPORT

Name: JANET MCDANIEL BRIDGES


Certificates or Permits:

☒ **LEVEL 2 479588** Issued:9/12/2008
Valid For: 9/12/2008 - 9/12/2013, Valid

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 9/12/2008

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 **OS 450773** Issued:2/10/2006
Valid For: 2/10/2006 - 2/10/2009, Not Valid

Degree(s):

1983 B.S., OUT-OF-STATE COLLEGE OR UNIVERSITY

General Area(s) Of Certification:

(111) ELEMENTARY GRADES, Grade(s):1-8, 2/10/2006

(101) KINDERGARTEN, 2/10/2006

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Name: ROSA DENISE COWELL

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LEVEL 1 426024 Issued:1/15/2004
Valid For: 2/5/2007 - 2/5/2010, Not Valid

(003) EXTENDED FOR 3 YEARS, 2/5/2007

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 1/15/2004

Degree(s):

2003 B.A., SOUTHEASTERN LOUISIANA UNIVERSITY

General Area(s) Of Certification:

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 1/26/2010

(800) PK-3, Grade(s):24-3, 10/2/2007

(111) ELEMENTARY GRADES, Grade(s):1-8, 1/15/2004

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Name: SUSAN ELIZABETH DOUGLAS

Certificates or Permits:



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C 089325 Issued: 1/4/1977
Valid For: 1/4/1977 - 1/4/1980, Not Valid

Degree(s):

1976 B.A., SOUTHEASTERN LOUISIANA UNIVERSITY

General Area(s) Of Certification:

(383) ENGLISH AS A SECOND LANGUAGE, Grade(s): K-12, 2/5/2004

(111) ELEMENTARY GRADES, Grade(s): 1-8,

(101) KINDERGARTEN,

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Name: SHANNON ANN HOUGLAND

Certificates or Permits:



A 476380 Issued:6/17/2008
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(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 6/17/2008

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B 458726 Issued:9/27/2006
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C 159955 Issued:3/29/2000
Valid For: 11/5/2003 - 11/5/2006, Not Valid

(003) EXTENDED FOR 3 YEARS, 11/5/2003

(N) TEACHER ASSESSMENT NOT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

2007 M.ED., SOUTHEASTERN LOUISIANA UNIVERSITY

1999 B.A., SOUTHEASTERN LOUISIANA UNIVERSITY

General Areas(s) Of Certification:

(553) SUPERVISOR OF STUDENT TEACHING, Grade(s):1-12, 6/17/2008

(557) READING SPECIALIST, Grade(s):1-12, 6/17/2008

(800) PK-3, Grade(s):24-3, 6/17/2008

(101) KINDERGARTEN, 10/25/2001

(111) ELEMENTARY GRADES, Grade(s):1-8, 3/29/2000

(107) LOWER ELEMENTARY GRADES, Grade(s):1-4, 3/29/2000

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Name: JENNIFER D. LAHARE

Certificates or Permits:



LEVEL 2 489535 Issued: 7/13/2009
Valid For: 7/13/2009 - 7/13/2014, Valid

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 7/13/2009

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LEVEL 1 430606 Issued: 6/23/2004
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(003) EXTENDED FOR 3 YEARS, 7/28/2007

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 6/23/2004

Degree(s):

2004 B.S., LOUISIANA STATE UNIVERSITY

General Area(s) Of Certification:

(101) KINDERGARTEN, 6/23/2004

(103) NURSERY SCHOOL, 6/23/2004

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Name: PATSY SUE LARRY


Certificates or Permits:


☒ **B 071871** Issued: 6/28/1993
Valid For: 6/28/1993 - Life, Valid

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 **T 092844** Issued: 2/1/1990
Valid For: 8/1/1989 - 5/31/1990, Not Valid

 **P 042878** Issued: 4/8/1969
Valid For: 4/8/1969 - 4/8/1974, Not Valid

 **C 042878** Issued: 4/8/1969
Valid For: 4/8/1969 - 4/8/1972, Not Valid

Degree(s):

COMPLETED STATE ALTERNATIVE TEACHER EDUCATION PROGRAM,
1969 B.S., SOUTHERN UNIVERSITY

General Area(s) Of Certification:

(101) KINDERGARTEN, 6/28/1993
(107) LOWER ELEMENTARY GRADES, Grade(s): 1-4, 6/28/1993
(315) BUSINESS EDUCATION SUBJECTS, Grade(s): 6-12,

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